

Claude A Taylor Elementary

103 Ann Lane
Cayce, SC 29033

Grades	PK-5 Elementary School	
Enrollment	408 Students	
Principal	Dr. Marcella Heyward-Evans	803-739-4180
Superintendent	Barry F. Bolen	803-739-8399
Board Chair	William H. "Bill" Bingham	803-739-4708

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	59	43	3

IMPROVEMENT RATING

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Average	Below Average	Yes
2005	Average	Below Average	Yes
2006	Average	Excellent	Yes

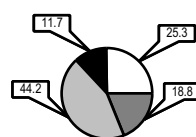
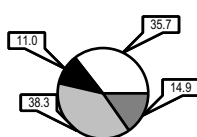
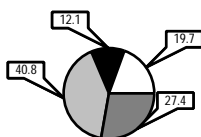
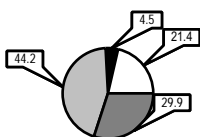
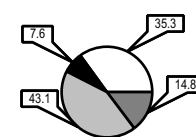
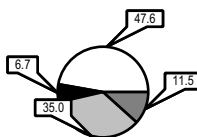
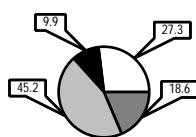
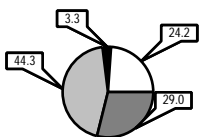
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	172	94.2	20.8	43.1	31.3	4.9	44.4	Yes	Yes
Gender									
Male	85	89.4	20.3	40.6	36.2	2.9	46.4	N/A	N/A
Female	87	98.9	21.3	45.3	26.7	6.7	42.7	N/A	N/A
Racial/Ethnic Group									
White	70	92.9	9.5	39.7	42.9	7.9	58.7	Yes	Yes
African American	79	94.9	26.5	47.1	23.5	2.9	33.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	95.2	54.5	27.3	18.2	0.0	27.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	100.0	16.1	43.5	35.5	4.8	50.0	N/A	N/A
Disabled	31	67.7	50.0	40.0	5.0	5.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	172	94.2	20.8	43.1	31.3	4.9	44.4	N/A	N/A
English Proficiency									
Limited English Proficient	23	95.7	46.2	38.5	15.4	0.0	30.8	I/S	I/S
Non-Limited English Proficient	149	94.0	18.3	43.5	32.8	5.3	45.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	120	94.2	26.5	44.9	23.5	5.1	38.8	Yes	Yes
Full-pay meals	52	94.2	8.7	39.1	47.8	4.3	56.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	172	96.5	16.9	41.2	29.1	12.8	58.1	Yes	Yes
Gender									
Male	85	94.1	16.4	38.4	32.9	12.3	63.0	N/A	N/A
Female	87	98.9	17.3	44.0	25.3	13.3	53.3	N/A	N/A
Racial/Ethnic Group									
White	70	95.7	7.7	36.9	32.3	23.1	66.2	Yes	Yes
African American	79	97.5	24.3	44.3	25.7	5.7	50.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	95.2	27.3	54.5	18.2	0.0	54.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	100.0	11.3	40.3	33.1	15.3	65.3	N/A	N/A
Disabled	31	80.6	45.8	45.8	8.3	0.0	20.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	172	96.5	16.9	41.2	29.1	12.8	58.1	N/A	N/A
English Proficiency									
Limited English Proficient	23	95.7	23.1	46.2	30.8	0.0	61.5	I/S	I/S
Non-Limited English Proficient	149	96.6	16.3	40.7	28.9	14.1	57.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	120	95.8	22.0	45.0	23.0	10.0	52.0	Yes	Yes
Full-pay meals	52	98.1	6.3	33.3	41.7	18.8	70.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	172	100.0	35.3	38.6	15.0	11.1	26.1
Gender							
Male	85	100.0	37.7	31.2	15.6	15.6	31.2
Female	87	100.0	32.9	46.1	14.5	6.6	21.1
Racial/Ethnic Group							
White	70	100.0	17.6	41.2	20.6	20.6	41.2
African American	79	100.0	47.9	38.0	12.7	1.4	14.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	66.7	16.7	0.0	16.7	16.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	100.0	29.0	39.5	18.5	12.9	31.5
Disabled	31	100.0	62.1	34.5	0.0	3.4	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	172	100.0	35.3	38.6	15.0	11.1	26.1
English Proficiency							
Limited English Proficient	23	100.0	57.1	35.7	0.0	7.1	7.1
Non-Limited English Proficient	149	100.0	33.1	38.8	16.5	11.5	28.1
Socio-Economic Status							
Subsidized meals	120	100.0	45.2	37.5	10.6	6.7	17.3
Full-pay meals	52	100.0	14.3	40.8	24.5	20.4	44.9

Social Studies							
All Students	172	100.0	24.8	44.4	19.0	11.8	30.7
Gender							
Male	85	100.0	28.6	35.1	24.7	11.7	36.4
Female	87	100.0	21.1	53.9	13.2	11.8	25.0
Racial/Ethnic Group							
White	70	100.0	13.2	44.1	22.1	20.6	42.6
African American	79	100.0	29.6	49.3	16.9	4.2	21.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	66.7	16.7	16.7	0.0	16.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	100.0	17.7	45.2	22.6	14.5	37.1
Disabled	31	100.0	55.2	41.4	3.4	0.0	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	172	100.0	24.8	44.4	19.0	11.8	30.7
English Proficiency							
Limited English Proficient	23	100.0	57.1	28.6	7.1	7.1	14.3
Non-Limited English Proficient	149	100.0	21.6	46.0	20.1	12.2	32.4
Socio-Economic Status							
Subsidized meals	120	100.0	31.7	43.3	18.3	6.7	25.0
Full-pay meals	52	100.0	10.2	46.9	20.4	22.4	42.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	56	100.0	38.2	27.3	29.1	5.5	34.5
	4	63	100.0	22.8	45.6	29.8	1.8	31.6
	5	68	100.0	31.7	41.3	23.8	3.2	27.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	96.9	25.5	40.0	30.9	3.6	34.5
	4	56	89.3	16.7	45.2	28.6	9.5	38.1
	5	52	96.2	19.1	44.7	34.0	2.1	36.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	56	100.0	34.5	38.2	14.5	12.7	27.3
	4	63	100.0	21.1	38.6	24.6	15.8	40.4
	5	67	100.0	25.8	50.0	14.5	9.7	24.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	98.4	19.6	41.1	32.1	7.1	39.3
	4	56	94.6	17.8	40.0	24.4	17.8	42.2
	5	52	96.2	12.8	42.6	29.8	14.9	44.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	56	100.0	45.5	34.5	14.5	5.5	20.0
	4	63	100.0	40.4	33.3	19.3	7.0	26.3
	5	67	100.0	51.6	27.4	12.9	8.1	21.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	45.6	40.4	10.5	3.5	14.0
	4	56	100.0	25.5	44.7	14.9	14.9	29.8
	5	52	100.0	32.7	30.6	20.4	16.3	36.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	56	100.0	36.4	43.6	14.5	5.5	20.0
	4	63	100.0	26.3	54.4	12.3	7.0	19.3
	5	67	100.0	33.9	45.2	12.9	8.1	21.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	26.3	50.9	21.1	1.8	22.8
	4	56	100.0	23.4	40.4	21.3	14.9	36.2
	5	52	100.0	24.5	40.8	14.3	20.4	34.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 408)				
First graders who attended full-day kindergarten	100.0%	Up from 95.8%	100.0%	100.0%
Retention rate	3.6%	Up from 1.5%	3.6%	2.8%
Attendance rate	96.1%	Down from 96.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%	Up from 1.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	Up from 1.6%	0.0%	0.0%
Eligible for gifted and talented	15.6%	Down from 18.3%	7.5%	10.4%
On academic plans	40.7%	N/AV	40.8%	33.6%
On academic probation	27.3%	N/AV	0.3%	1.0%
With disabilities other than speech	5.2%	Up from 4.5%	9.1%	7.5%
Older than usual for grade	0.5%	Up from 0.0%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 3.1%	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	63.6%	Up from 44.1%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.2%	Up from 83.4%	87.1%	87.3%
Teacher attendance rate	94.8%	Down from 96.9%	95.1%	94.9%
Average teacher salary	\$43,604	Up 6.0%	\$42,092	\$42,485
Prof. development days/teacher	14.8 days	Down from 16.7 days	13.3 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 17.5 to 1	18.1 to 1	18.6 to 1
Prime instructional time	89.2%	Down from 92.0%	89.7%	89.7%
Dollars spent per pupil*	\$6,841	Up 6.6%	\$6,708	\$6,557
Percent of expenditures for teacher salaries*	70.1%	Up from 69.7%	63.8%	64.0%
Percent of expenditures for instruction*	71.9%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	88.1%	Down from 94.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As One Team with One Vision, the Taylor family has continually worked to empower all students to become effective decision makers, problem solvers, critical thinkers, and productive, world-class citizens. Although this was a year of change, it was marked by many successes. We welcomed the school year with a new look to include new flooring, additional classroom space, and a new gym.

We maintained our focus to strive for academic excellence and success for all students. Thus, we established goals to increase proficiency in the areas of ELA and SS while striving to make significant increases in Math and Science. To achieve these goals, we continued with our results-based initiative to analyze data and build effective student and teacher teams via goal setting. Increased efforts were established to provide effective intervention plans for all students to include restructuring the reading recovery program to successfully reach all first graders by establishing the SMART (Start Making a Reader Today) Room, implementing school-wide math journals, using pre/post assessments to inform instruction, using Orchard reading and math, and enhancing our small group teaching plans for ELA and Math.

Highlights from the year included making AYP, maintaining our school report card ratings, having a student selected to serve in the SC Honors Chorus, having a 5th grade student selected to participate in the Student Leadership Summit in Washington, DC, having two teachers receive a SCIRA grant for literature, having a 5K teacher present at the Winter Literacy Conference and a 3rd grade teacher selected as a lead teacher to participate in the Teaching Technology Institute sponsored by the SDE, and receiving a nomination for the top recycling award in SC. Finally, the Taylor faculty and staff members were recognized as instructional leadership ambassadors when the Chief Administrators of the district awarded the faculty and staff with the Team to Watch Award for efforts to advance all Taylor learners.

Joint efforts of our SIC and P.T.A. include but are not limited to launching the opening of our Community Connection Center for parents to assist students with research and provide access to print-rich materials. The resource center houses a community computer, parenting brochures and magazines, and student and adult literature book swap. Continuing efforts to foster home-school connections via community outreach endeavors include Doughnuts for Dads and Goodies for Grandparents where home-school math connections were shared with Taylor Stakeholders. Additionally, the SIC is making preparations to institute a mentoring endeavor for fifth grade females as a result of careful analysis of the PACT data.

We eagerly anticipate the outcome of an EIA grant submitted by a second-grade teacher and our math coach, the SC Healthy Schools Award, the State Farm Good Neighbors grant, the Bi-Lo Charity Classic grant, and the 21st Century Learning grant. Additionally, we are extremely enthusiastic about executing a 2nd grade SMART room during the 2006 - 2007 school year with great expectations for debuting a 5K model to provide early language and literature intervention for primary students within our learning community.

Committed to Excellence,

M. Heyward-Evans, Principal,
P. Sulton, B. Vishanoff, H. Crapps, SIC Chairs

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	50	44
Percent satisfied with learning environment	94.4%	89.8%	81.4%
Percent satisfied with social and physical environment	91.7%	87.8%	90.9%
Percent satisfied with school-home relations	69.4%	85.7%	88.4%

*Only students at the highest elementary school grade level at this school and their parents were included.